

## **Aspley Guise Lower School**

### **SEND Information Report**

At Aspley Guise Lower School we aim to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The information below is to enable those parents of pupils with Special Educational Needs or Disabilities to understand the range of services that the school is able to provide. It should be read in conjunction with the Local Offer from Central Bedfordshire.

#### **How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs/Disabilities? (SEND)**

At Aspley Guise Lower School children are identified as having SEND through a variety of ways including the following:-

- Liaison with Pre-school or Nursery school or previous school
- Child not making progress despite quality first teaching.
- Concerns raised by the Parent
- Concerns raised by the teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through a paediatrician

#### **How do I raise concerns?**

Firstly contact your child's class teacher or SENDCO (SEND Co-ordinator) through the regular school communication protocols. We pride ourselves on building positive relationships with parents and aim to share information with you and would hope that you are able to do the same with us

#### **Who will oversee, plan, work with my child and how often?**

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. The SENDCO will co-ordinate and track the needs of all children with SEND whilst the child is in school and provide the class teacher with support needed. There may be an additional educating adult working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

#### **Who will explain this to me?**

The class teacher will meet with parents at least on a termly basis (this could be as part of a formal consultation evening) to discuss your child's needs, support and progress. For further information the SENDCO is available to discuss support in more detail.

#### **How are the Governors involved and what are their responsibilities?**

The Headteacher reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

A named governor, Nicky MacKinnon, is responsible for SEND and meets regularly with the SENDCO. The named governor reports to the all governors to keep all informed. The

Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

### **How will the curriculum be matched to my child's needs?**

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there might be different levels of work set for the class, however on occasions this can be individually differentiated. Sometimes work for all will be the same, with children able to explore the area, challenging themselves to progress further. The benefit of this type of approach to differentiation is that all children can access a lesson and learn at their level.

### **How will I know that my child is doing and how will you help me to support my child's learning?**

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. Parents have access to teachers e-mail addresses and you are welcome to email both teacher and/or the SENDCO for an informal update.

If your child is on the SEND register they will have an Individual Achievement Plan (IAP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IAP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. If your child has complex SEND they may have an EHC plan (Education, Health and Care plan), which means that formal meetings will take place each term to discuss your child's progress and an annual review will take place with opportunities for both parents, teachers, education and health care professions to have input into a final report.

### **How does the school know how well my child is doing?**

As a school we measure children's progress in learning against national age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry.

Children who are not making progress despite quality first teaching methods are picked up through meetings with the SENDCO and/or Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be invited to come and talk to the class teacher and discuss future support which will then filter into the IAP.

When the child's IAP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **What support will there be for my child's overall wellbeing?**

We are an inclusive school; welcoming and celebrating diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support

is required the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

### **How does the school manage the administration of medicines?**

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.

On a day to day basis the teaching staff and/or office staff oversee the administration of any medicines.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

As a school we have a very positive approach to all types of behaviour with a clear system that is followed by all staff and pupils. If a child has behavioural difficulties and is not responding to quality first teaching methods or the behavior policy an Individual Achievement Plan (IAP) may be considered and will be written alongside the child and Parents to identify the specific issues

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the school office personnel. Lateness and absence are recorded and reported upon to the Headteacher. Parents will be informed if a pattern emerges and support will be offered.

### **How will my child be able to contribute their views?**

Formal teaching of Growth Mindset is used to encourage children to develop a good attitude towards learning, along with inspiring them to use our school values. These methods motivate children to help to express their views on all aspects of school life. The School Council also encourages children to discuss any issues or viewpoints they wish to raise.

Children who have IAPs, are also encouraged to discuss their targets and progress with their class teacher.

### **What specialist services and expertise are available at or accessed by the school?**

Our SENDCO is fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

### **What training have the staff supporting children with SEND had or are currently having?**

- The SENDCO has a PGCE National Award for SEN.
- All teachers are teachers of SEND as per the SEND Code of Practice.
- Two of our teachers and LSAs are Team Teach trained to support children with behavioural difficulties.
- All staff are receive Safeguarding training.

- All of our LSAs have had training in delivering reading and spelling / phonics programmes.

### **How will my children be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be sought to be provided in school.

### **How accessible is the school environment?**

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.

Where necessary we would liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

We encourage all new children to visit the school prior to starting when they will meet their teacher and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

We write social stories with children if transition is potentially going to be difficult.

When children are preparing to leave us for a new school, typically to go to Middle school, we arrange additional visits. At our 'feeder' middle school, Fulbrook Middle, they run a programme specifically tailored to aid transition for the more vulnerable pupils.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs then an EHC plan review will be used as a transition meeting during which we will invite staff from both schools to attend.

### **How are the school's resources allocated and matched to children's SEN needs?**

We ensure that all children who have SEND are met to the best of the school's ability with the funds available. This may include purchasing specific resources including books and ICT programmes. The budget is allocated on a needs basis.

### **How is the decision made about the type and frequency of support my child will receive?**

Taking into account the views of the parent, the class teacher works alongside the SENDCO to discuss the child's needs and what support would be appropriate.

### **How do we know if our provision is having an impact?**

- By reviewing children's targets on IAPs and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.

Children may move off of the SEND register when they have made sufficient progress.

**Who can I contact for further information?**

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Bartram-Hill the SENDCO.

You could also contact Parent Partnership who provide formal and informal advice for parents of children in Central Bedfordshire: <https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/central-bedfordshire-council-send-parent-and-young-person-partnership-service/>

**Who should I contact if I am considering whether my child should join the school?**

Contact the school office to arrange to meet the Headteacher, Mr. Jamie Brown, or the SENDCO Mrs Bartram-Hill, who would willingly discuss how the school could meet your child's needs.

Telephone: 01908 582245

Email: [aspseyguise@cbc.beds.sch.uk](mailto:aspseyguise@cbc.beds.sch.uk)

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